

## ANALYZING TRANSFER PROBLEMS IN SECOND LANGUAGE ACQUISITION

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### **Annotation:**

All people have interference phenomena (negative influence of the first language on the second) and transfer (positive transfer of skills from one language to another). The article identifies language interference that appears while learning several foreign languages, in addition it explores transfer problems in second language acquisition.

**Keywords:** transfer, transfer problems, negative and positive transfer, second language acquisition, interference, bilingualism.

All people have interference phenomena (negative influence of the first language on the second) and transfer (positive transfer of skills from one language to another).

Interference means in linguistics the consequence of influence one language to another. This phenomenon can manifest itself as oral as well as in writing.

A negative transfer is a violation of the norm when using foreign language, under the influence of the native language or under the influence of other phenomena of the given foreign language.

Negative transfer is usually equated with the term "interference". It is the unconscious transference of phenomena from one language into another or within the foreign language itself.

Typology of positive transfer:

- transfer intentional and spontaneous,
- transfer direct and transformed.

From the standpoint of linguistic psychology, errors in the consistent study of foreign languages arise as a result of the negative phenomenon of interference. Such a phenomenon as interference occurs, as a rule, when several languages interact. According to V.Yu. Rosenzweig, knowledge of two foreign languages and their parallel use does not mean that the grammar and vocabulary of a bilingual language will coincide with the grammar and vocabulary of a native speaker. Interference is defined as "a violation by a bilingual of the rules for correlating contacting languages, which manifests itself in his speech as a deviation from the norm." [6]

Thus, under the influence of the levels of one language (English), there is a violation of the structure of the second language (Uzbek). An example of interference in sequential teaching of two languages can be observed at different levels. So, for example, at the level of spelling, special attention should be paid to the spelling of analogous words. For better memorization of words - analogues, it is better for the student to independently choose a strategy for memorization.

At the lexical level, the main difficulty is words of the type: journal, which, when learning, is understood as a magazine, not a newspaper; or magazine is a store, not an illustration magazine.

The interference frequency depends on 3 factors:

- on the level of speech development;

- from the level of proficiency in the first foreign language. That is, the better the learners know the first language, the less likely it is that interference will occur, and, consequently, there will be more opportunities for positive transfer;

- from the time interval that separates the study of the second foreign language from the first. Therefore, the shorter the time interval, the higher the probability of interference.

Many experts talk about the possibility of using transfer from English when learning Uzbek as a second foreign language. Transference is a phenomenon of the psyche that allows a person to use what he already knows in new circumstances. The phenomenon of transfer in sequential language learning can either accelerate the process of mastering languages, or lead to interference, which means deviation from language norms and violation of the rules of the language being studied. [9]

When transferring knowledge, skills and abilities from one foreign language to another, we can talk about such a phenomenon as positive transfer. Especially often a positive transfer can be observed when learning a second foreign language.

Undoubtedly, to increase the effectiveness of mastering the Uzbek language, relying on English is an advantage. Also, a positive transfer from English to Uzbek can be observed in the vocabulary due to the borrowing of words from Uzbek. When studying new lexical units in teaching English and Uzbek, it is worth paying special attention to intonation and pronunciation of words (stress transfer in Uzbek).

In addition to the traditional explanation of errors in mastering a second foreign language through the process of interference of knowledge and skills, psycholinguists point to a number of other reasons why one language “invades” the process of mastering another.

So, A.A. Zalevskaya pays special attention to the following causes of errors:

- students avoid applying the rules of the second foreign language, which have no analogues in the first language;

- a number of restrictions on the use of linguistic phenomena that differ in the compared languages appear only in certain situations;

- students turn to the first language as a source of borrowings, which they deliberately use in cases of communication difficulties due to the still insufficient stock of knowledge in the second language. [5]

There are a number of concepts that connect the consistent teaching of two foreign languages and the difficulties that arise in connection with this. For example, there is the concept of language attrition - when one of the foreign languages partially degrades, and if it ceases to fully develop, then this is called fossilization. Of course, foreign languages can be revived - this process is called revitalization, after which language skills and abilities should be maintained and brought to the desired level.

Doctor of Pedagogical Sciences A.V. Shchepilova believes that the important psycholinguistic patterns of mastering a second foreign language are: the use of transference, the intensity of learning, high independence and activity of students [9].

In order to overcome the occurrence of interference in the process of sequential teaching of two foreign languages, it is worth paying attention to creating a positive attitude in learning so that students do not experience fear of making a mistake. Attention should be paid to the development of linguistic thinking, which helps to avoid the phenomenon of interference. A number of tasks are noted that should be performed in the learning process: these are exercises in word formation, lexicography.

Effective exercises for reducing the psychological barrier and the fear of making a mistake are exercises for the development of linguistic and contextual guesses, as well as creative tasks. Also, from the

standpoint of psychology, in order to increase the efficiency of the student's work, to activate such processes as memory, attention and speech, one should carry out collective work in a group, as well as engage in self-correction of errors. Thus, students will be able to independently realize the mistakes they have made and correct them. This kind of work develops the skills of linguistic thinking and positive transfer.

Positive transfer in the process of mastering a foreign language may be accompanied by the correct formation of motivation among students. To increase motivation, one should also rely on a sociocultural approach, which, as noted by V.V. Safonov, implies an understanding of culture as a wide range of social phenomena, which are represented by the results and means of social functioning and development.

Language and culture are the main codes by which the communication process is carried out. That is why, in order to form motivation in learning, it is worth paying attention to the linguistic and cultural aspect of the language, in which the main subject is the selected language material that reflects the culture of the country of the language being studied. Assimilation of linguistic and cultural material creates linguistic and cultural competence, which is understood as a whole system of ideas about national customs, traditions and realities of the country of the language being studied. Thus, the formation of this competence increases the interest in learning foreign languages and allows you to achieve full communication [4].

Based on the foregoing, we can conclude that the nature of errors in the consistent study of English and Uzbek depends directly on the characteristics of these languages at different levels, in which the languages presented are similar and different. It is rather surprising that the phenomenon of similarity often leads to the appearance of a negative transfer of linguistic phenomena, which leads to the appearance of linguistic errors. In order to avoid such situations, it is necessary to analyze linguistic patterns, compare the elements of two languages at the initial stage of teaching a foreign language, which in the future will only contribute to the structuring of linguistic phenomena and reduce the likelihood of mistakes. Although, from the point of view of pedagogy and psychology, the occurrence of errors is not a negative phenomenon, since it is quite natural at the stage of mastering a language that is not native.

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